

F-6 Guide Steps

for Students Phased Out of Special Education

Use this form to determine if the required procedures were followed before a student was phased out of special education services.

The following is a guide for the number of files to review using the F-6.

Number of phased-out students	Less than 10	More than 10
Number of files using F-6	2–4	4–7

Transfer information from the F-6 to the Summary of Findings (SOF). If you use a computer for data entry, the program will automatically insert the information into the SOF. If you record data by hand, you must transfer information from the F-6 to the SOF by hand.

SOF Location	Instructions
Step 1	On the F-6, record the demographic information requested. If the student does not have a census number, use the student's birth date and initials.
Step 2	Conduct the file review and record the information using the following codes: I = In compliance O = Out of compliance U = Unreported
No Citation	To meet the parent notification requirements, the Public Education Agency (PEA) must have ascertained the primary language of the home (PLH). Method: Review the file for the language of the home as indicated by the parent and write the language in the space provided. You may use any parent source (registration, developmental history, language survey), but do not use a secondary source such as the evaluation report summary.
No Citation	In order to properly evaluate and educate the student, the PEA must have knowledge of the language proficiency of the student. Method: Mark this item U if the language of the home is English. If the PLH is other than English, verify that the PEA has identified in which language the student is proficient. Look for the results of language proficiency testing. This may not be in the special education file and you may need to access it in the cumulative or English learner (EL) file. Specify the language proficiency of the student in the space provided.

V.B.1.d	<p>The PEA must maintain a record of who has reviewed a student's file. The record should include the name of the party, the date access was given, and the purpose for which the party was authorized to use the records.</p> <p>Method: Determine if an access sheet is in the file to be reviewed and that the sheet contains the required components listed above. Access sheets must be in the file prior to inspection in order for this item to be in compliance. This item cannot be marked U.</p> <p>If no access sheet is in the file, mark the item O, obtain an access sheet, sign it, and insert it into the file before reviewing the file.</p>
Reevaluation Instructions	
II.B.1	<p>The team conducted a reevaluation to determine that the student was no longer eligible for services.</p> <p>Method: Review the file for a reevaluation report related to the phase out. The MET must have conducted a reevaluation in an expeditious manner prior to the decision to dismiss the student from special education. If it is necessary for an appropriate transition, services may extend for a longer period of time.</p> <p>The decision of the MET may be based on existing information or on newly administered tests or assessments. There is no requirement that new data be gathered, but all components of the student's category of eligibility must be addressed and documented.</p> <p>If no evaluation is found, mark this item O and enter U on the remainder of the evaluation section. This item cannot be marked U.</p>
II.B.2	<p>The team determined that the student was no longer eligible. This determination should occur at the end of the reevaluation process.</p> <p>Method: Locate the statement showing that the student was no longer eligible and enter the date. This may be found as a statement within the team reevaluation report or as a separate MET eligibility form.</p>

II.B.15	<p>A determination that the student was no longer eligible was conducted prior to ceasing services.</p> <p>Method: Review the file to ensure that the student was not ceased from services before the reevaluation occurred.</p> <p>Example: The MET convened on April 1, reviewed existing data, and decided that the student no longer was in need of special education or related services. The student was determined no longer eligible and was exited. Special education services ceased on April 5. = I</p> <p>Example: On March 10, an MET meeting was convened, and it was decided that the student was no longer eligible (without reviewing current existing data). The student was exited and services were ceased. (The team did not conduct a reevaluation prior to ceasing services.) = O</p> <p>Example: On May 1, a student was ceased from services. The MET/IEP team met on May 30 to review existing data and make a formal determination that the student was no longer eligible for services. (The team did not conduct a reevaluation prior to ceasing services.) = O</p>
II.B.4	<p>The multidisciplinary evaluation team, which included the required participants, conducted the reevaluation and determined the student was no longer eligible.</p> <p>Method: Review reevaluation information to determine that a team of persons including parents, the student, individuals to interpret the results of evaluations, regular education teachers, special education teachers, and related service providers (if appropriate) completed the assessment. Look for documentation of the decisions of team.</p>
Instructions for MET/IEP team reviewed existing evaluation data including:	
II.B.5.a	<p>Parents provided evaluations and information (including developmental, medical, and functional information).</p> <p>Method: Determine if there is evidence that the parent provided information to the team OR that the PEA made efforts to request information from the parent. This may be a review of parent information that was provided in a questionnaire or from parent statements containing information about developmental, medical, functional, and other pertinent information documented in the report.</p>
II.B.5.b	<p>Current classroom-based assessments and performance in the general curriculum was included.</p> <p>Method: Determine if the team considered information related to classroom assessment, such as reported quarterly grades, portfolio information, or anecdotal records.</p>

II.B.5.c	<p>Teacher and related service provider observations were included.</p> <p>Method: Determine if the team considered observational information provided by any teacher or related service provider. This may include information related to peer relationships, work habits, motivation, and/or self-esteem.</p>
II.B.5.d	<p>Formal assessments such as state or PEA-wide assessments were included.</p> <p>Method: Determine if the team considered performance on assessments conducted within the PEA environment, including the AIMS and SAT.</p>
II.B.6.a	<p>The team determined that the existing data were sufficient OR they determined that additional data were needed.</p> <p>Method: Determine if the team discussed and made a determination about the need for additional data. At a minimum, this includes the requirements for each disability category.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. The team completed their review and went on to determine eligibility. = I 2. The reevaluation report includes information related to the required components of the student's previous disability category and/or need for specialized instruction. = I 3. The report includes a summary statement that addresses required disability components, such as "eye surgery was successful." = I <p>If the team decided <u>not to collect further data</u>, complete II.B.6.b and mark II.B.7.a-b with U.</p> <p>If the team decided to <u>collect additional data</u>, continue with II.B.7.a and mark II.B.6.b with U.</p>
II.B.6.b	<p>If the team determined that existing data were sufficient, the parents were informed of the reasons for that decision and their right to request additional data.</p> <p>Method: There must be a record of the parents' being informed of the reason for the decision and their right to request additional data. This could be documentation of a conversation or letter and does not need to be (but may be) in the form of a prior written notice.</p> <p>Mark this item U for initial evaluations and reevaluations requiring additional data.</p>

Instructions for If additional data were needed, the PEA:	
II.B.7.a	<p>Parental consent was obtained or efforts to obtain consent were documented.</p> <p>Method: Determine if parental consent is documented. If, for this reevaluation, the PEA attempted (but failed) to obtain consent and documented those efforts, this item can be marked I.</p>
II.B.7.b	<p>For a student who is an English Learner (EL), appropriate methods were used in collecting data to ensure that the information was reliable.</p> <p>Method: Determine if an evaluator fluent in the language of the student gathered information, OR an interpreter was used, OR that tests were selected that did not depend upon language proficiency.</p>
Instructions for Using all data, the MET/IEP team described:	
II.B.8	<p>The student's status was assessed in all areas related to the disability, including vision and hearing, behavior, and, for a preschool child, a comprehensive developmental assessment (CDA).</p> <p>Method: Determine if <u>all</u> requirements within specific categories have been considered and documented. Use the categorical requirements from page 2 of the F-6.</p> <p>For a preschool child, determine if all of the developmental domains (cognition, language, motor, personal/social, and adaptive) were addressed in the evaluation. Criterion-referenced or norm-referenced instruments may be used, but instruments designed for screening purposes do not meet the requirement.</p> <p>If this item is out of compliance, mark items II.B.9.a with a U.</p>
II.B.9.a	<p>Performance in the educational setting and progress in the general curriculum were discussed and included.</p> <p>Method: Locate documentation of the student's educational performance, including progress in the general curriculum (AZ Academic Standards). For a preschool child, this means the general developmental progress of the child.</p>

II.B.10.a	<p>The team determined whether the student continued to have a specific category of disability.</p> <p>Method: Locate documentation of the team's decision regarding disability that addresses federal and state requirements for each category. An individual cannot make this decision.</p> <p>Use judgment on this item without second guessing the MET/IEP team. Noncompliance calls on this item should be clearly substantiated.</p> <p>Examples of compliance:</p> <ol style="list-style-type: none"> 1. A student classified as SLD with related services in the area of speech and language is documented as having developed appropriate skills in articulation. The team decides speech and language is no longer required as a related service, but continues eligibility as SLD. = I 2. A preschool child classified as PSL is clearly documented to have made appropriate developmental growth and no longer is unintelligible to an unfamiliar listener. = I
II.B.10.b	<p>The team determined if the student no longer needed special education and related services.</p> <p>Method: Locate documentation that the team has discussed the need for specialized instruction to maintain or improve skills. This item can be marked U if the student is no longer disabled.</p>
II.B.16	<p>The PEA must maintain documentation of special education eligibility even after the student has exited the program.</p> <p>Method: Ask the administrator in charge of special education files where information on phased-out students is maintained.</p>
II.B.11	<p>Once a student has been phased out of special education, the PEA must remove the student from the special education census.</p> <p>Method: Determine if the PEA has removed the student from the census. If no withdrawal date is indicated, mark this item O and determine if it is necessary for the PEA to adjust the census and if School Finance needs to be notified. Students must be removed from the census the day services cease. Include any exceptions on the F-10. If the student has been withdrawn OR the student does not appear on the census, mark this item I.</p>
	<p>To complete the next section, refer to the F-2 Guide Steps.</p>